

**Article 29** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



**Cockton Hill Junior School**  
**Teaching for Learning Policy (including curriculum) 2020-2021**

### **Introduction**

At Cockton Hill Junior School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be an engaging, rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives so that they are ready for the next steps in learning and living.

As a UNICEF Rights Respecting Gold school we pride ourselves on our motto '**Being the Best We Can Be**' and underpinning this motto we have the 6 core values of determination, passion, self-belief, teamwork, honesty and respect. These values and our school ethos drive our curriculum so that we work together with our pupils, governors, staff and families to ensure that children in our school reach their full potential.

### **Aims and objectives**

We believe that people learn best in different ways by accessing a variety of subjects across the curriculum. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Build knowledge and understanding across the range of National Curriculum subjects and their expectations;
- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, build resilience and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens.

### **Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We reflect on these different forms of intelligence when planning teaching and learning styles.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and finding out;
- group work;
- pair work;

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- independent work;
- whole-class work;
- asking and answering questions;
- use of the computer;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching visual multimedia resources and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

### **Subject Teaching**

At Cockton Hill Junior School we teach the full range of subjects and these are initially planned as stand-alone subjects. The teaching of subjects in this way does not mean cross-curricular links are not present but in order to prepare our pupils for life beyond our school subject knowledge and skills, for our pupils, subjects are best delivered and taught in this way. In this sense cross curricular links are fostered where they occur with relevance and clarity rather than forcing aspects to fit. For example, in year 5 when studying natural disasters in geography pupils will use this knowledge to write non-chronological reports in English or exploration around language e.g. source in geography in Y3 in rivers and the uses of primary sources in history.

Subject teaching is delivered in teaching blocks. This model has ensured that pupils' progression in skills and knowledge is embedded well. Our pupils' focus is on one main foundation subject during block teaching and this builds knowledge and skills rapidly. This is evidenced in monitoring across subjects. Teaching the curriculum in this way has strengthened the quality of teaching and learning and has also had a positive impact on teacher workload. CHJS deliver the following subjects in block teaching:

- Science
- Geography
- History
- Music
- Art
- DT
- RE

Computing, PE and MfL are delivered weekly as these are delivered by subject leads for computing and MfL and with PE to ensure that pupils engage in the required physical activity each week.

In English and Maths there are 5 lessons a week but curriculum development has progressed to blocks of teaching in both subjects for example; in the Autumn term, maths has a number and calculation focus only. This allows pupils to master skills necessary to move onto their work in fractions, decimals etc. later in the year. However, number, for example is not abandoned after this teaching block it is revisited regularly in starter activities and basic skills work.

Detailed information on the structure and sequence of planning, including links between teaching across years and between year groups can be found in the medium term overviews for each subject. These outline the aims of the teaching sequence, the order in which they are taught, key links across the school and key vocabulary related to the teaching. More detailed lesson progression planning is held by the year group teachers and accessible to all staff including subject leaders.

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We are developing a question based approach to each lesson starting with History, Geography, Science and RE so that pupils can begin to recognise the learning they have achieved within lessons, make sense of the world they live in and to drive independence and a love for future learning.

### **COVID-19**

Post partial school closure work continues to be based around this policy but is complimented with opportunities to meet the mental well-being of pupils across the school curriculum where necessary.

### **Assessment**

Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in the curriculum, determining what each child has already learned and what therefore should be the next stage of learning. Assessment is a continuous process, carried out by teachers in the course of their teaching.

Work is marked daily as this supports planning of future provision and gives teaching staff the opportunity to adapt and amend planning where necessary.

At the end of each teaching block pupils' achievement is measured against the aims of the unit of work and through classroom observation, recorded work and pupils' ability to recall information.

Suitable tasks for assessment include:

- Small group discussions, often in the context of a practical task.
- Specific assignments for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and standards.

Records are kept for each child throughout the year. Examples of individual children's work are kept throughout the year and passed onto the next class as a point of reference. These examples may include books, photocopied evidence or photographs. Within the subject of PE video evidence will be captured as a process of assessment, monitoring and evaluation.

### **Monitoring**

All subjects are monitored using the same model. This includes collating evidence in a variety of ways:

- Lesson observations and learning walks
- Pupil voice
- Book scrutiny

Work on these aspects of monitoring feed into the evaluation of school improvement priorities. Work on this is held centrally for all staff to utilise.

### **Effective teaching**

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the children's level of attainment through effective assessment practice which is both formative and summative. Our prime focus is to develop further the knowledge and skills of the children ensuring they are ready for their next steps in education. We strive to ensure that all tasks set are appropriate to our pupils' level of ability. When planning work for children with special educational needs we give due regard to information and targets contained in the children's Support Plans. We have high expectations

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of all children, and we believe that their work here at CHJS should be of the highest possible standard.

We set academic targets for all children in each academic year and we share these targets with children and their parents. We review the progress of each child at the end of each term and the academic year and set revised targets. These are a collective piece of work using in class teaching, ongoing assessment and more formal assessment tests to gather information.

Within the planning of the curriculum, wherever possible, we develop opportunities to use external opportunities to add breadth and depth to our work. We deploy learning assistants and other adult support as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

Our classrooms are attractive learning environments. We change displays when appropriate to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. Alongside this, working walls related to teaching are developed so that pupils can use these as a resource for learning. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly in line with school development priorities. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.

### **The role of governors**

Our governors determine, support, monitor and review the school policies on teaching for learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.
- monitor pupils work through scrutiny of books, pre governors termly meetings and visits to classrooms for monitoring observations.

### **The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school expectations across the curriculum;
- sending information to parents on the newsletter in which we outline the topics that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with all children, and support for older children with their projects and investigative work.

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We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

### **Monitoring**

This is a whole school policy of which staff, children and parents have ownership and therefore working together as a whole is essential for it to work effectively.

Ratified Sept 2020 and to be reviewed annually.

Signed: *E Stevens*                      Head Teacher                      21.09.2020

Signed: *M C Cresswell*                      Governor                      21.09.2020

Signed: *A Kipling*                      Governor                      21.09.2020